

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Sr. Mary Helen Helen Beirne, SSJ, Ed.D
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Norwood-Fontbonne Academy
(As it should appear in the official records)

School Mailing Address 8891 Germantown Avenue
(If address is P.O. Box, also include street address.)

City Philadelphia State PA Zip Code+4 (9 digits total) 19118-2718

County Philadelphia State School Code Number* N/A

Telephone 215-247-3811 Fax 215-247-8405

Web site/URL http://www.norwoodfontbonneacademy.org E-mail mbeirne@norfon.org

Facebook Page
Twitter Handle https://www.facebook.com/norwoodfontbonneacademy Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail: _____

District Name _____ Tel. NA

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Rebecca Southwell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 Middle/Junior high schools
 High schools
 K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☒ Urban or large central city
☐ Suburban with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
3. Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	28	19	47
K	26	17	43
1	21	21	42
2	19	24	43
3	16	11	27
4	17	13	30
5	14	24	38
6	19	19	38
7	23	24	47
8	29	12	41
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	212	184	396

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 11 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	390
(5) Total transferred students in row (3) divided by total students in row (4)	0.031
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 4 %
15 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2 Autism	0 Orthopedic Impairment
0 Deafness	1 Other Health Impaired
0 Deaf-Blindness	10 Specific Learning Disability
1 Emotional Disturbance	0 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	10
Classroom teachers	28
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Every day Norwood-Fontbonne Academy (NFA) chooses anew to be a school of excellence full of life. As Philadelphia's oldest Catholic, independent elementary school, life abounds at NFA among the children, staff, families, and beyond in service to others. Founded as two boarding schools in 1920 (boys) and 1924 (girls) respectively by the Sisters of Saint Joseph that merged in 1973, NFA continues its legacy as a coeducation day school for preschool through grade 8. Located in seven buildings on fourteen acres in the Chestnut Hill section of Philadelphia, NFA educates 396 students who reflect the diverse racial, social, and economic realities of the city and surrounding suburbs.

NFA's distinct vision brings life and focus. Within a faith-filled community, students are challenged to become self-directed persons who live Gospel values, enjoy learning, make reflective choices, and treasure themselves, others, and the Earth. With this vision as central, the Academy provides a comprehensive formation for its children. NFA's students excel in its unique learning spaces and through its Signature Curriculum which includes its dual early childhood programs and service learning component.

At NFA, the buildings literally frame learning in spaces like where children will live and work throughout their lives. Ancillary to the two original main estate buildings, four "houses" provide a comfortable home-like introduction to school for preschoolers. In the Fontbonne building, children in grades 1-6 enjoy spacious open classrooms that foster the collaboration, communication, and focus expected in the open spaces of today's corporate workplace. Seventh and eighth grade students receive exemplary high school preparation in the Sister James Anthony Hall classrooms that mirror layouts of the prestigious secondary schools where they matriculate.

Focused on ever improving, NFA formally assesses this commitment through its dual accreditations. In 1977, NFA piloted the elementary school evaluation protocol for the Middle States Association and has participated in the process three more times, most recently in 2012. A leader in Montessori education for forty-three years, NFA's program ranks among the 13% accredited nationally by the American Montessori Society and the six such schools in Pennsylvania.

NFA's dual path in early education sets its Signature academic program apart from other schools. Designed to offer parents a choice for the different learners in their family, NFA provides two exemplary programs for children ages three to the third grade: its Montessori program and Primary program. In their "houses," three to five-year-olds embark upon their Montessori life, excitedly choosing their own "work." The path continues into the Junior Level Montessori classrooms on the Fontbonne campus. The Primary program begins in its "house" with thematic-centered experiences for three to five-year-olds. The Primary path moves forward into grades 1-3 on the Fontbonne campus. During their third grade year, students from both programs have increased collaboration which helps them grow as one class and prepare them for their fourth grade year where the dual path becomes one.

At NFA, service learning is not simply outreach or charity; it is a highly-valued curricular focus that starts with kindergarten and is rooted in Catholic Social Teaching and the mission of the Sisters of Saint Joseph. The program incorporates age-appropriate lessons on care for the Earth, elderly, children who are immigrants or poor or who learn differently, and those who are homeless and hungry. The lessons are concretized by twice a year visits to sites such as a homeless shelter in center city Philadelphia or a residence for the aging or a school for the hearing impaired. After such real life experiences students, through essays or projects, reflect on their challenge to help shape a more compassionate and just society. NFA excels at placing a prominent emphasis on service learning at the elementary level.

All classrooms exude energy and excellence as NFA's Signature Curriculum nurtures and challenges students to be scholars. The focus on religion, English language arts, mathematics, organization, and public speaking ensures a timelessness of preparation while the emphasis on science, social studies, service learning, Spanish, and technology prepares students for the ever-changing world of the future. Enrichment studies in music, art, and physical education along with exploratory classes complete the curriculum. NFA students are engaged learners, working in small groups and small classes with individualized attention.

NFA's highly qualified faculty offer students a unique level of wisdom, experience, and confidence supporting those with learning needs and stretching the horizons of others.

NFA graduates exemplify the excellence that is nurtured, encouraged and expected. Annually two-thirds of the seventh and eighth graders are named Johns Hopkins scholars. Actively recruited by the top Catholic and independent high schools, graduates then matriculate to the nation's best colleges. Demonstrating excellence long after leaving NFA, graduates embody the Academy's vision. Proudly wearing the NFA colors of blue and gold, graduates confirm that NFA is a Blue Ribbon school of excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Norwood-Fontbonne Academy administers the TerraNova 3 to students in grades K-7 in the spring of each year. The TerraNova 3 is a standardized test that measures student achievement in five main content areas: reading, language, mathematics, science, and social studies. Analysis of results from the March 2013 assessment determined that NFA students exceeded the Blue Ribbon Schools percentile requirements from 6 to 19 percentile points in both reading and math.

Across the grades, 60% of students have achieved scores in the 4th quadrant in reading. Nationally, 25% of students achieved scores in this quadrant. The national percentile score for this group is 90. In all grades, NFA students in this quadrant group scored 96 and above, higher than the national percentile. In math, over 50% of students in grades 4 and 5 are in this 4th quadrant, 39% in grade 6, 48 % in grade 3, and 82% in grade 7. Again, NFA students in this 4th quadrant scored above the national percentile score of 90. It should be noted that all students are included in the results as listed whether or not they receive special services or Student Development team support.

Another standardized testing component, the DIBELS assessment, is given to all five-year-olds in both early childhood programs at NFA. Children are assessed twice in that year, once in September as a base line, and again in January to determine academic need and provide early intervention. Last year, three of thirty-eight Kindergarten aged students were given reading support through the Elwyn team and NFA's Student Development team.

As evidenced in the data charts, Norwood-Fontbonne Academy students consistently perform above the qualifying scores for Blue Ribbon recognition. Ongoing planning aims to maintain this.

B. Norwood-Fontbonne Academy's outstanding performance trends from 2009-2013 are indicated in the attached data tables from TerraNova 3. An analysis of the scores yields an overall high percentile rank in reading and math across the grades, placing them in the top 15% nationally. Consistently, students have performed at or above expected levels in math and reading (English language arts). During these last five years, the TerraNova 3 test has changed to include writing samples incorporating Common Core State Standards. Even with these increased expectations, Norwood-Fontbonne Academy students have maintained their high percentile scores.

The trends show that horizontally, in both reading and math, grade level scores are consistently above the expected percentile rank at Norwood-Fontbonne Academy. For example, the average math score for third grade for the past five years is 78.8 and in seventh grade that average rises to 83.6. In reading, the third grade average over the five year span is 76.4, and by seventh grade that average increases to 83.2. This is indicative of the high level of instruction and rigorous Signature Curriculum at NFA.

Tracking the scores of each particular class over time is an important element of the analysis. The study indicates that, for all classes, grade level scores are above expectation. However, for math, there is a dip in scores from third to fourth grade. The dip is 12 points or fewer in each case; this is not within NFA's expectation. With NFA's research, it is acknowledged that one possible reason for that dip is the blending of the Montessori and Primary programs at fourth grade. Currently, further analysis of the specific areas of difference is in process, so that fourth grade scores will continue to improve over time. For example, the study questions: Are the students from one program stronger or weaker in a specific area within the math assessment, such as "Operation Concepts" or "Geometry/Spatial Sense?" Following that fourth grade dip, the trend shows consistent growth and scores are higher for each class each year.

Tracking the scores in reading, it is noted that each of the grades has generally improved each year. The NFA staff is being attentive to a slight dip two years in a row between fourth and fifth grade. The reading scores for the seventh grade over the five year period are as follows: 73.0, 78.0, 85.0, 85.0, 86.0.

The grade equivalents further show the escalation of improvement of our students. In 2013, the third grade scored as well as a student in the fifth year, seventh month of school nationally for reading and as well as a student in the fourth year, ninth month in math. In grade 7 the mean grade equivalent for reading is 12.3, and in math it is 11.6.

Another way to examine the trend is in light of the obtained versus anticipated scores. CTB TerraNova 3 provides anticipated scores for each grade level for reading and math based on students' InView results. In all cases, there is no educationally meaningful difference between the obtained scores for Norwood-Fontbonne Academy students and their anticipated scores. This is significant because it proves that students perform as well as, or better than, expected. It also shows that students are being challenged to do their personal best. Norwood-Fontbonne Academy is committed to excellence.

2. Using Assessment Results:

Analyzing and using assessment results to drive instruction is a "best practice" utilized at Norwood-Fontbonne Academy across the curriculum. Annually, students in grades K-7 take the TerraNova 3. NFA recognizes this test as one "snapshot" of students' progress that enables teachers to compare scores of NFA students locally and nationally. Studying TerraNova 3 scores assists with decision-making regarding selection of resources, changes in curriculum, individual instruction, and professional development.

Analysis of TerraNova 3 scores confirmed that the selection of Houghton Mifflin National Reader's Choice for use in grades K-6 was on point. It offers teachers various resources to enhance individualized instruction. These, along with NFA's emphasis on vocabulary, grammar, and writing skills, enable students to achieve scores in the top 15% nationally. These consistently high test scores corroborate the excellence of NFA's English language arts program.

Study of TerraNova 3 math scores resulted in the recognition that, though the yearly expected increase across the grades transpired, students were not achieving the scores NFA expected in math computation. The decision was made to emphasize computation by creating benchmarks for each grade level through grade 4, and by the purchase of an IXL membership for each student. IXL is an online math practice program, which, with regular use, should enable students' increased computation ability.

A major task of Norwood-Fontbonne Academy's Signature Curriculum committees is to analyze the scores of students across all grade levels in their particular subject area. It is through this process that the computation decisions were made in math.

Findings are categorized to help impact instruction of individual students. The Student Development teachers offer math, reading, and writing support to those students who fall below NFA expectations regarding standardized test scores. Two Student Development teachers assist students individually, in small groups, and push into classes themselves.

TerraNova 3 results are shared with teachers electronically, enabling teachers to study overall results and individual student scores. Each subject can be reviewed in sections, and questions, individually. TerraNova 3 results are communicated with parents through individual student reports. Parents are encouraged to discuss their child's results with a teacher or Director.

Decisions about professional development are made to raise the bar of excellence at NFA which includes raising TerraNova 3 scores. In the past two years, NFA has expanded its commitment to Unit Planning as defined in the Understanding by Design method. To provide continuity and quality staff engagement, NFA has employed an acknowledged educator to give direction on Unit Planning at each professional day. Licensed use of Rubicon Atlas, a curriculum mapping program, gives teachers immediate access to numerous resources. National standards, best practice, pedagogical approaches, professional development, and research are but a few of the Rubicon Atlas resources available. Using these tools, sharing plans and processes with peers, and meeting regularly to discuss findings, concerns, and research, help teachers to extend their professional capabilities. Keeping NFA educators abreast of best practices enables them to challenge students to achieve their personal best.

3. Sharing Lessons Learned:

Because of its commitment to scholarship in its students, Norwood-Fontbonne Academy actively furthers the profession of education through accreditation, teacher formation and peer networking. In each of these actions, NFA shares its successes and also grows in its excellence through the professional exchange.

Having dual accreditation from both the Middle States Association (MSA) and the American Montessori Society (AMS), NFA has contributed its learning to the broader constituencies. The first elementary school to design a service-learning curriculum for accreditation, NFA has maintained its role as leader on the topic since its original public colloquium about it for over thirty area elementary and secondary schools. One of six schools in Pennsylvania accredited by AMS, NFA staff has presented at AMS' national conferences; at the 2009 New Orleans session, their topic was Peace Education. Additionally, NFA staff members serve on accreditation teams bringing their professional training, study, and analysis to the accreditation and strategic planning work of MSA and AMS schools.

Recognized for their expertise and generosity, NFA's staff engages consistently in teacher formation with area universities including Chestnut Hill College, Arcadia University, Saint Joseph's University, Villanova University, and LaSalle University. Annually, pre-service candidates come for observation hours and semester interns are mentored for their practicum in primary and intermediate grades. Given its AMS accreditation, NFA serves as a recognized Montessori laboratory school for teachers-in-training throughout the Delaware Valley and an NFA lead Montessori teacher is adjunct professor at Chestnut Hill College.

Striving always for best practices, NFA offers its learning about such practices to others. Rooted in NFA research for "pure assessment", NFA's award system was designed to separate academic reporting from behavioral reporting. Academic honors are awarded to students who earn a 93/A average or above. Vision awards are earned by students who exhibit desired behaviors in categories of conduct and effort. Neighbor peer schools have consulted with NFA on this award system that allows for pure assessment of academics and conduct and effort exclusive of one another.

Through its memberships in professional organizations such as Association of Delaware Valley Independent Schools (ADVIS), NCEA, and multiple curriculum associations, NFA contributes its experiences and expertise via surveys, seminar attendance, and focus groups. In June 2012, the Head of School was an invited focus group participant in the National Association of Independent Schools (NAIS) research study to assess the educational trends and current obstacles facing independent schools and their leadership.

4. Engaging Families and Community:

Norwood-Fontbonne Academy believes that the family's participation in the child's education is essential for success. Seeing "beginnings" as critical, NFA intentionally orients new and returning families. The Admissions Office, along with current parent ambassadors, mentors new families on school processes and participation through the May new parent welcome, August family social, monthly communications, and personal contacts. Since grades K, 1, 4, and 7 are significant transitions, August meetings with parents of these grades help them anticipate changes in academics and their child. September Back to School Nights clarify the school's yearly goals for students' academic progress, personal growth, and staff support of parents.

During the school year, the staff engages parents consistently to ensure student progress. Monthly, teachers send a brief personalized "praise" note to parents affirming something special about their child. Parents have immediate access to class expectations, homework assignments, and grades through teacher websites and the electronic grade book. Biannually, parents and staff formally conference about student growth and goals. Parents of preschoolers through grade 3 participate in classroom observations before their conferences. Trimester report cards are mailed home and teachers send interim reports for students needing improvement. When concerns surface, staff and parents contact each other directly to partner for solutions using school and community resources such as mental health specialists, tutors, hospital personnel, and social workers.

With nearly twenty-five events annually, NFA Parents Association nurtures community among the school

families. Families pray together at liturgies, celebrate each other at events like the Ice Cream Social or the Father-Daughter Dance, console one another on the death of a loved one, and prepare meals for families in need.

Among alumni, families, and the general community, NFA generates energy about student success and elicits community support through quality communication and participation. All learn about NFA scholarship winners, their top prizes for creative writing in the local library's contest, its Young Artist Society, and fifth grade singers being semifinalists in the city-wide Christmas contest. Frequent open houses and weekly features in the newspaper and its internet partner, along with daily updates on NFA's website and Facebook page, all help spread NFA's "good news." For school and community improvement, the Head frequently meets with the heads of the area hospital, college, other independent schools, museum, arboretum, historic society, and nature center. Sitting on the Chestnut Hill Community Association Board, NFA's Head participates with the community-at-large in neighborhood strategic planning.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Committed to creative interactive learning where students are challenged to excel, Norwood-Fontbonne Academy brings curriculum to life. Consistently NFA refines its Signature Curriculum which extends and expands the Common Core State Standards and those of the Archdiocese of Philadelphia and the State of Pennsylvania. Signature Committees assess standardized test results, research best practices while updating resources, and recommend ways to integrate the school's Catholic identity and enrichment subjects.

NFA's Signature Curriculum begins in its dual early childhood programs: Montessori and Primary. The Montessori program implements the American Montessori Society approach. The Montessori preschool serves three to five-year-old students and the Junior Level Montessori (JLM) serves six to nine-year-olds. The Primary program adapts the developmentally appropriate approach rooted in the standards of the National Association for the Education of Young Children (NAEYC). The Pre-primary class serves three and four-year-old students leading to the Kindergarten year; then students move upward into the first, second, and third grades. Both programs, Montessori and Primary, merge in the fourth grade blending the strengths of each.

Focused on life-long faith formation, the religion curriculum roots students in Gospel values. Students engage in study, discussion, prayer, liturgical leadership, and sacramental preparation along with a grade specific service learning curriculum. This service learning component of an NFA education provides authentic, real-life experiences where students discover how to live the Christian values beyond the classroom.

The comprehensive English language arts curriculum integrates reading, writing, listening, speaking, spelling, phonics, and grammar. Daily exercises strengthen vocabulary and grammar skills. Quality literature forms the centerpiece with book circles through grade 3, intermediate grade literature circles, and middle school Socratic Circles engaging students in reflection, analysis, and dialogue about life applications. Facility in writing is foundational and includes personal narratives, friendly letters, persuasive writing, research reports, fiction, and poetry. Inventive writing with three-year-olds becomes in-depth research papers by grade 8.

The mathematics curriculum uses a coherent approach where students build on their existing knowledge in topics such as number operations, algebra, geometry, measurement, probability/statistics, and data analysis. Problem solving crosses all grade levels and students are expected to explain, defend, and define their thinking verbally and in writing. Manipulatives, technology, and on-line practice components such as IXL along with project-based learning support and challenge students. NFA's advanced mathematics program culminates with algebra I in grade 8.

Science, using a hands-on and theme-based curriculum, immerses the students in the scientific process as they accomplish the core content. Three-year-olds through grade 3 explore life science within the classroom and in their natural play areas. Fourth through eighth graders, using NFA's two formal labs and outdoor classroom, engage in formal research, presentation of results, and peer review of their study in life, earth, and physical sciences.

Through social studies, students learn citizenship in their community, state, country, and the world. By studying the history, geography, government, and cultures of others near and far, students acquire skills and knowledge which challenge them to reverence and respect diversity while recognizing the rights all hold in common. Local and distant field trips along with virtual travels take NFA students beyond the classroom walls.

NFA students advance through enrichment classes which complement its Signature Curriculum. Spanish is formally introduced to three-year-olds and in fifth grade becomes a major subject. Eighth graders complete Spanish I and many enter Spanish II as freshmen. NFA is in compliance with the CAPE/Blue Ribbon

program's foreign language requirements. In art, students study world artists, work creatively with various media, and learn to develop their portfolio. Music classes include music theory and learning performance with instruments and in chorus. Physical education integrates health; eighth graders earn their CPR and AED certifications. Media studies teach students internet safety and research skills which are applied in all subjects via laptops, e-readers, Chromebooks, and iPads. Elective exploratory courses for seventh and eighth graders such as video journalism, biotechnology, and Biz world/entrepreneurship immerse them in challenging career applications.

Choosing to be a school of excellence, NFA empowers students with the studies and skills to be reflective, self-directed learners. Actively recruited by the best area high schools, NFA graduates enter secondary education as leaders, scholars, and persons of social consciousness.

2. Reading/English:

With reading as central, NFA's English language arts curriculum forms students who, with a love for language, emerge as readers, writers, and presenters. Rooted in NFA's Signature Curriculum, instruction steeps students in reading, writing, listening, speaking, spelling, phonics, and grammar. Language arts blocks extend across all grades; grades 4 to 8 have multiple eighty minute blocks during the week. Students excel with above grade level on-line and text resources such as the "Writing a Research Paper" begun in grade 4. The Student Development team, trained in Wilson methodology, serves students with language needs in one-on-one and small group lessons using various alternative methodologies.

In the early grades when students are learning to read, their Montessori and Primary class teachers immerse them in experiences rich with language. Teachers differentiate as they direct and guide reading and writing fluency. Developing phonemic awareness along with vocabulary skills establishes connections to students' prior knowledge. Spelling patterns and basic grammar skills are continuously introduced and reinforced. Reading strategies taught in small groups use anthologies, leveled readers, non-fiction booklets, and audio works. Reading comprehension is assessed by conferencing, integrated theme tests, and creative projects such as "Be the Character." Advanced students excel enjoying award-winning trade books in classroom book clubs. Using the five-step writing process, students author fiction, poetry, and research in science and social studies.

In grades 4-8 when students are reading to learn, teachers implement the literature-based program fostering meaningful and varied reading integrated with accurate and appropriate writing. Annually, students meet "live" with current authors of various genres in book talks. Literature circles and Socratic circles steep students in analysis. Excellence in writing structures is developed as all use the "The Procedure," a copyrighted grammar analysis system developed by an NFA teacher. Extending their development in the writing process and vocabulary skills, students' research integrates curriculum areas. A seventh grade paper on homelessness frames the topic through the lens of social-economic causes, Catholic social teaching, and persuasive writing.

Competency in oral communication has major emphasis. Being a poised presenter skilled in using creativity, technology, and research is expected. Before live audiences, Montessori students role-play the Solar System while second graders "bring Japan" to Philadelphia. Eighth graders develop their required one-page summary learning from their peer's PowerPoint presentations on Civil War topics. On all grade levels, students sensitively review their peers' presentations affirming them and challenging them to grow.

3. Mathematics:

Mathematics at NFA is designed to maximize students' ability to excel in mastering concepts while learning real life applications. The Signature math curriculum follows the spiraling approach rooted in the standards from the National Council of Teachers of Mathematics (NCTM), the Archdiocese of Philadelphia, and Montessori education. Kindergarten through grade six focus on computation and problem-solving. With strong foundational skills, all seventh graders complete pre-algebra and eighth graders algebra I. NFA graduates readily qualify for algebra II. For grades 6 through 8, NFA annually ranks among the top three regional schools in the Pennsylvania Math League Competition.

Math instruction provides dynamic, student-focused activity. Students acquire foundational math skills as teachers combine direct instruction such as demonstration with indirect methods using inquiry and interactive processes involving peer practice and cooperative learning. Fourth grade teams win eatable “Brownie Points” by achieving automaticity of multiplication facts in thirty seconds. Writing in mathematics requires students to use math terminology and defend their processes. Technology is integrated as students consistently use iPads, laptops, and calculators (TI 15 and Graphing II 83 and 84 Plus) along with programs such as IXL and Classzone to support classroom instruction.

Across grades, students engage in experiential activities to translate math concepts into everyday living. Montessori and Primary classes discover geometric figures, examine patterns, guess probability, and design measurement systems using manipulatives, math centers, student surveys, nature walks, and on-line research. Grades 4 through 8 extend this emphasis. Project-learning challenges intermediate grade students; for example, to redecorate one’s bedroom with a \$3,000 budget makes calculating and estimating quite authentic. Using math and technology, sixth grade teams are immersed in the tension of making life decisions as they play The Stock Market Game. Exploratory classes such as “Mathematic Career Connections in Architecture and Engineering” empower seventh and eighth graders to translate algebraic concepts into designing and creating products and structures.

To further mathematical excellence, specific attention is given to those students performing below and above grade level. Teacher observations, diagnostic manipulatives, formal and informal assessments, and TerraNova 3 test scores help identify students’ specific needs. Modifications are then made. Those struggling receive support through diagnostic and tutoring services. In early grades, this involves flexible grouping and adjusting the curriculum. In grades 5 through 8, students are grouped according to math ability for differentiated instruction; those excelling receive a more accelerated pace in an honors-type math class.

4. Additional Curriculum Area:

With their arrival on the academy’s fourteen acres, students embrace, through science in particular, NFA’s vision to treasure oneself, others, and the earth. Rooted in the standards from the National Science Teachers Association, (NSTA), the Archdiocese of Philadelphia, Benchmarks 2061, and Montessori education, NFA’s Signature science curriculum integrates life, physical, and earth science with engineering, technology, and life applications. Committed to going beyond the textbook and the classroom, science teachers establish a strong foundation, promote exploration and discovery, and empower students to reverence one’s gifts, those of others, and the world around them.

Using multiple resources for core content, students in a science class will not have their faces buried in a textbook. Preschool through third grade students “do” science by observing, predicting, and conducting experiments in classroom centers and outdoors. Three-year-olds identify campus oak trees; third graders assess the process of celery cell coloration with food dyes. In the school’s two labs and outdoor science classroom, students in grades 4-8 construct meaning by building on previous experiences. During weekly double lab classes, students hone their facility with the scientific process questioning, hypothesizing, analyzing, and communicating ideas and conclusions. Innovative technology options include doing virtual labs, taking virtual learning trips, being a WeatherBug school, and the remote viewing of seventh grade dissection labs (on the Norwood campus) by lower grade students (on the Fontbonne campus) to supplement STEM learning. In their exploratory classes, seventh and eighth graders delve into topics such as biotechnology, criminal forensics, and healthy life styles. Across all grades, NFA student-scientists work in cooperative teams and as partners listening and learning from each other and their teachers.

Through learning trips and community connections, NFA teachers immerse students in real-world science consistently making them cognizant of environmental and social issues. On field trips, students work along with the scientists there whether doing sea life study at the Camden Adventure Aquarium or plant study at The Morris Arboretum of the University of Pennsylvania or the overnight whale watch trip off the coast of Cape Cod. Third and fourth graders donate to a Camden soup kitchen the vegetables they harvest through the summer from NFA’s children’s garden. To support sustainability, seventh graders partner with Chestnut

Hill College environmental science students and senior citizens for regularly testing the water quality in the Wissahickon Valley Watershed. At NFA, science becomes a way of life for treasuring all.

5. Instructional Methods:

Each day in classrooms evidencing dynamic instruction and fully engaged students, NFA recommits to maximizing learning opportunities while respecting individual student styles. Regularly, teachers assess student learning patterns using comprehensive student profiles with analysis of individual academic and personal strengths, sociograms, observations, parent input, one-on-one writing/reading conferencing, and individual goal setting during Advisor-Advisee sessions.

Using the Understanding by Design framework, teachers differentiate instruction with pre-assessment and varied strategies. Projects, panels, games, independent research, and peer collaboration extend learning following introductory presentations. Student and teacher-led activities create multiple “teachers” in the classroom. During center time, first graders review with each other their iPad atlas assignment while the teacher completes the small group advanced reading lesson. In the multiage Montessori environments, students mentor younger classmates and partner with peers. Often peer review is part of assessment developing student skills in giving and receiving critique. When the fifth grade weather teams televised their nightly forecasts via SMART Boards, they received live “audience” feedback.

Technology integration and real-life experiences are second nature at NFA. Working with SMART Boards, the Mimio system, e-readers, iPads, laptops, and Chromebooks, teachers utilize resources such as Discovery Education STREAMING, Science Techbook, Storaia, and Edmodo. During their virtual field trip on severe weather, third graders discovered climate causes for the Philippines’ hurricane. In person or FaceTime guest presenters connect curriculum to the world beyond NFA. Field trips to the State Capital at Harrisburg, the Constitution Center, Riverbend Environmental Education Center, National Aquarium, and Ellis Island root students in NFA’s living curriculum. Invited as participants to 2013 Pittcon Conference, seventh and eighth graders engaged in hands-on workshops with laboratory scientists from around the globe.

To meet particular student needs, the Student Development team supports varied approaches. They plan and monitor classroom accommodations with parents and teachers. For grades 1 through 6, these specialists teach skills individually and in small groups. Similarly, seventh and eighth graders are taught executive functioning skills in their learning support class. Stressing self-advocacy, the team hosts weekly “Lunch Gatherings.” Though some students come on teacher recommendations, most come by choice requesting extra help for class topics or support for completing difficult assignments and making up work.

At parent or student request, teachers provide before-school tutoring and individualized help sessions. To challenge students excelling, teachers require more complex topics, use above grade level materials, and, with math groups, accelerate instruction and pacing.

6. Professional Development:

NFA believes that providing the best holistic education for its students requires the continuous professional development of the staff. Referencing Danielson’s Frameworks for Teaching, NFA’s approach includes creating a common foundation, empowering peer support, and advancing individual professionalism.

Since the establishment of its Curriculum Council in the late 1990s, NFA has committed to curriculum coordination which supports students’ continuous progress. Most recently this has meant common staff development integrating curriculum mapping with Understanding by Design. A core team of two administrators and seven teachers, including the Student Development team and technology instructor, were trained in the Rubicon Atlas curriculum mapping program during summer 2011. They then chaired Curriculum Mapping Circles which provided turn-key training in particular curriculum areas. This has been succeeded by updated training in Understanding by Design where teachers are electronically doing Unit Planning. Already this has produced more differentiation to challenge NFA’s advanced students and more staff collaboration for cross-curricular assignments.

In addition to external specialists for professional formation, NFA recognizes peer expertise. Annually every teacher completes three formal peer observations, one of which focuses on the grades above, noting technology use and differentiation. After the kindergarten teacher observed her children's facility with KidPix in media studies, she integrated it into story writing. Having witnessed a seventh grade class discussion, the third grade teacher implemented more diverse questioning in his ELA class. Seventh and eighth grade teachers observe peers in nearby high schools. The visit by NFA's media studies team to LaSalle College High School produced new dialogue about the strengths of NFA's program. Additionally, open classrooms for grades 1-6 encourage teachers to peer observe naturally. From their own spaces, teachers witness their colleagues engage students through high quality instructional techniques and classroom management. The technology management team offers in-house training: summer Wednesdays focused on SMART Boards.

Simultaneously, NFA supports individual professional formation to further the school's Signature Curriculum goals and personal goals aligned with the school's mission. To assess new best practices, math teachers attended conferences on Singapore Math and financial literacy. The Student Development team updated their Wilson certification. Two science teachers traveled to the Earth Force Conference in San Diego. NFA invests annually in two workshops per staff and grants funds for permanent certification. Many staff avail themselves of the 50% tuition discount arrangement with nearby Chestnut Hill College. Two Montessori lead teachers and a Spanish teacher are recent Masters' graduates.

7. School Leadership

Every morning NFA's Head of School announces, "Welcome to Norwood-Fontbonne Academy, an excellent school where we are always striving for the MORE." Passionate about what is best for children, the Head employs a web-like leadership style that facilitates engagement, unites constituencies, and gathers wisdom to further the school's vision and mission.

In this Academy, sponsored by the Sisters of Saint Joseph of Philadelphia, the Head's leadership team includes Directors for Upper Grades, Lower Grades, Admissions, Business Operations, Athletics, Campus Ministry and Development along with the Managers for marketing, technology, facilities, and communications. Meeting individually with these leaders, the Head develops, for example, processes for teacher assessment or policies for financial aid or plans for the new JV lacrosse team. Together the team researches and recommends a revised staff orientation process or a new technology infrastructure. Their work directly and indirectly shapes actions advancing student development.

The Head works closely with the Directors of the Upper and Lower Grades to empower teacher excellence for student achievement. The Directors interview and recommend top candidates to the Head for open positions. Teachers provide input for innovations and change at grade and level meetings, professional days, and through the Signature Curriculum committees. Consistently, the Head supports the sensitive handling of discipline, personal concerns, and individual needs of the children. In her personal interaction with teachers, the Head affirms their creativity, their dedication, and their recognition of the children's goodness. In her classroom visits, the Head encourages and celebrates student successes.

The Head collaborates with multiple groups gaining their expertise and commitment. She engages the Advisory Board and its subcommittees composed of alumni, former parents, and community members to formulate the annual budget, tuition and salary increases, facility renovations, and preventative maintenance. She partners with the Parents Association supporting their many events by participating in their development and by her presence. Having recently expanded the Student Council to begin with first graders, the Head supports the Council leading events such as pep rallies, Earth Day, and outreach to the Ronald McDonald House.

Listening sessions and special committees help the Head shape new efforts. Monthly parent "Coffees" provide suggestions for new goals. The student Recess Task Force advised on better playground rules and equipment. A parent committee recommended how to establish the new Before School Program. The teacher Advisor-Advisee Committee researched, implemented, and continues to adapt this endeavor for grades 4-8.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$11590
1	\$11590
2	\$11590
3	\$11590
4	\$11590
5	\$11590
6	\$11590
7	\$11590
8	\$11590
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$12706
(School budget divided by enrollment)
5. What is the average financial aid per student? \$2153
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 12%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	82	83	73	77
Number of students tested	26	36	39	41	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: * The Archdiocese of Philadelphia tested grades 5, 6 and 8 in fall of 2008; all other grades in spring 2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	71	67	69	64
Number of students tested	34	35	39	39	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: * The Archdiocese of Philadelphia tested grades 5, 6 and 8 in fall of 2008; all other grades in spring 2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Average Score	79	69	78	77	75
Number of students tested	32	38	38	46	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: * The Archdiocese of Philadelphia tested grades 5, 6 and 8 in fall of 2008; all other grades in spring 2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Average Score	72	78	73	74	66
Number of students tested	41	37	48	43	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: * The Archdiocese of Philadelphia tested grades 5, 6 and 8 in fall of 2008; all other grades in spring 2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	84	83	81	82
Number of students tested	42	45	42	37	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: * The Archdiocese of Philadelphia tested grades 5, 6 and 8 in fall of 2008; all other grades in spring 2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	78	78	69	73
Number of students tested	26	36	39	41	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: * The Archdiocese of Philadelphia tested grades 5, 6 and 8 in fall of 2008; all other grades in spring 2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	87	75	78	77
Number of students tested	34	35	39	39	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: * The Archdiocese of Philadelphia tested grades 5, 6 and 8 in fall of 2008; all other grades in spring 2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Average Score	82	73	85	80	76
Number of students tested	32	38	38	46	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: * The Archdiocese of Philadelphia tested grades 5, 6 and 8 in fall of 2008; all other grades in spring 2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Average Score	78	85	82	82	75
Number of students tested	41	37	48	43	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: * The Archdiocese of Philadelphia tested grades 5, 6 and 8 in fall of 2008; all other grades in spring 2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	82	84	84	80
Number of students tested	42	45	42	37	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: * The Archdiocese of Philadelphia tested grades 5, 6 and 8 in fall of 2008; all other grades in spring 2009.